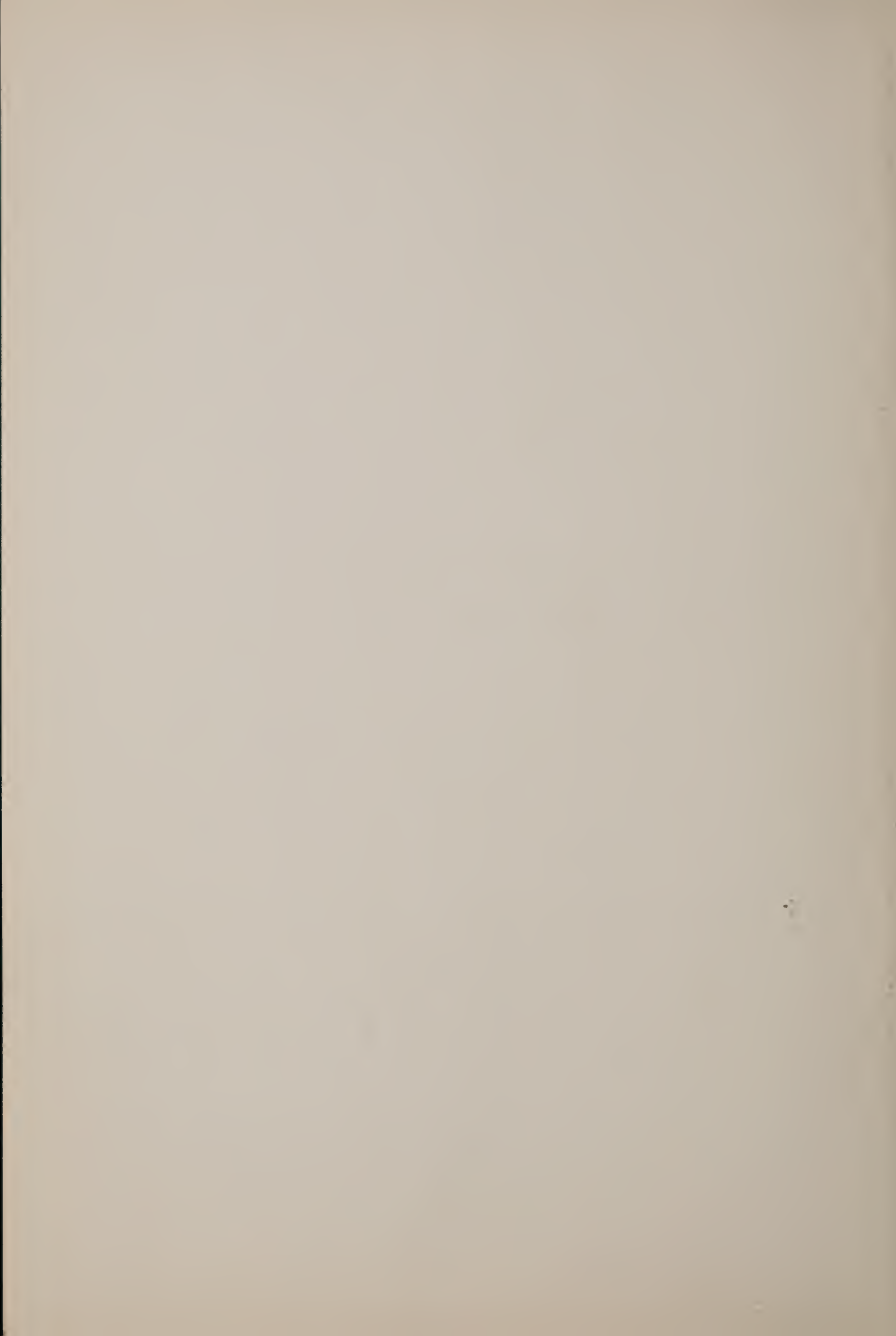




Massachusetts General Hospital School of Nursing

1966-1968



MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

Boston, Massachusetts



1966-1968

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CALENDAR

First Quarter

Holiday	<i>Labor Day</i>
Affiliation Begins Boston City Hospital	<i>First Monday</i>
Affiliation Begins McLean Hospital	<i>First Monday</i>
Registration Entering Freshmen	<i>Tuesday, week after Labor Day</i>
Capping	<i>Second Thursday</i>
Commencement	<i>Second Friday</i>
Holiday	<i>Columbus Day</i>
Convocation	<i>Ether Day Week</i>
Holiday	<i>Veterans' Day</i>
Parents' Day for Juniors	<i>First Saturday, November and December</i>
Holiday	<i>Thanksgiving Day</i>

Second Quarter

Affiliation Begins Boston City Hospital	<i>First Monday</i>
Affiliation Begins McLean Hospital	<i>First Monday</i>
Candlelight Service	<i>Third Wednesday, December</i>
Christmas Vacation for Freshmen	<i>Christmas and New Year Weeks</i>
Holiday	<i>Christmas Day</i>
Holiday	<i>New Year's Day</i>
Holiday	<i>Washington's Birthday</i>



Third Quarter

Affiliation Begins Boston City Hospital	<i>First Monday</i>
Affiliation Begins McLean Hospital Holiday	<i>First Monday</i> <i>Patriots' Day</i>

Fourth Quarter

Affiliation Begins Boston City Hospital	<i>First Monday</i>
Affiliation Begins McLean Hospital Holiday	<i>First Monday</i> <i>Memorial Day</i>
	<i>Independence Day</i>
Summer Vacation for Freshmen	<i>Three Weeks—June or July</i>

Interession

Orientation for Seniors	<i>Four Weeks</i>
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1965-66	QUARTERS BEGIN	August 31st; November 23rd; February 15th; May 10th
	INTERSESSION	August 2nd
1966-67	QUARTERS BEGIN	August 30th; November 22nd; February 14th; May 7th
	INTERSESSION	August 1st
1967-68	QUARTERS BEGIN	August 29th; November 21st; February 13th; May 7th
	INTERSESSION	July 31st



FOREWORD

The choice of a school of nursing today should be made only after careful consideration of all types of educational opportunities in nursing, and after honest evaluation of the personal investment to be made in preparation for a career in nursing. Programs preparing for nursing range in length from fifteen months required by schools for practical nurses to two, three, four or more years required by schools for registered nurses. Investment in education is not only the monetary payment for tuition, it is a giving of time and the application of self to study and to the life of a student and an educated man or woman.

Types of programs for nursing education include programs of two years in length found in junior colleges which lead to the degree of Associate in Nursing; programs requiring three years, conducted by hospitals, which lead to a diploma in nursing; and programs offered by colleges and universities which are four or more years in length and lead to the Bachelor of Science degree. All of these entitle the graduate to take the examinations set by the Board of Registration in Nursing to secure his registration as a nurse, a prime essential to the practice of nursing.

There is much discussion today as to which type of school is best. Excellence in a school of nursing for any applicant is related first to the quality of program provided, second to the goal of the interested applicant, and third to the applicant's potential, the family's economic ability, and the young person's own personal interest and dedication.

To evaluate a school of nursing an applicant should secure information about the school: its teaching staff and their preparation; the adequacy of classrooms, laboratories, and library; the quality of opportunity available for clinical experience; the curriculum as a whole; the policies guiding student life in the school; the school's expectation of its students; the school's accreditation status; and finally the achievements of the alumnae in nursing, and their contributions as citizens in the community.

To match goal to school program successfully the goal must first be defined. If the applicant's goal is to learn to give direct care to patients in hospitals and clinics, the hospital or junior college plan will offer sound and satisfying education. If it is to learn in a program which provides the most contact with patients the hospital school might be the choice. If it is to get to work as rapidly as feasible and sound, obviously the choice will be between the junior college and hospital school plans.

If, on the other hand, Public Health Nursing is the career plan, or a general education combined with nursing is desired, then only the Baccalaureate Degree program can lead directly to the goal. Advanced preparation for specialization in administration, supervision, or teaching is built upon the

Baccalaureate program. Those whose ultimate aim is already known to be in one of these fields will consider seriously the college plan.

To change goals during the process of any education, that is to build a degree program upon either hospital school or junior college graduation, is not impossible. However, such change may be expensive of time and study, and may require some duplication of courses, since all three programs involve some similarities but differ in approach, content, and prerequisite preparation.

Excellence of opportunity and goal will in the final choice be influenced by the applicant's academic potential, economic ability and personal interest. Nursing schools today expect young men and women to have proven ability for study beyond the high school, effective knowledge of study methods, and a readiness to apply self seriously to the process of learning to become a nurse. As in other types of education, education for nursing grows more costly. Financial aid is available to students with need in most schools. It is wise, however, to have reasonable assurance that the expense for tuition, maintenance, and other fees for the entire program can be met by family, student earnings, or other dependable sources. In most three-year schools the summer term is not free for paid employment.

Nursing as a career offers unique opportunities in civilian services, military services, or in unusual positions with the Peace Corps or the World Health Organization abroad. The field of nursing is still fluid; new trends are constantly presenting new demands and new challenges. The person who has aptitude and sound preparation for his work will find satisfactions in nursing seldom found in other careers.

For women who do not remain active in nursing, the education will provide excellent preparation for the administration of a home and the upbringing of children, as well as for citizenship in community life. The nurse's knowledge of life, of health, and of the prevention of disease, should prepare her to make a valuable contribution to the welfare of the community wherever she may live.

THE MASSACHUSETTS GENERAL HOSPITAL

The Massachusetts General Hospital, the third oldest voluntary, non-profit hospital in the United States, and the oldest in New England, received its charter of incorporation in 1811. The original building is named after Charles Bulfinch, the renowned architect who designed it. Like Faneuil Hall and the State House, also designed by Bulfinch, it is one of the historic examples of the country's early architecture. From this single building the Hospital has expanded to include some twenty buildings, twelve of which surround the original Bulfinch.

Three purposes were planned for the new Hospital when the doors were opened to the first patient in 1821; the care of the sick, the teaching of those who were to give the care, and research into the causes of disease and the care of people. Since that time the doors have remained open to the public day and night, and patient care continues to be the primary objective of the Hospital's program.

Services available to the patients reflect both the teaching and the research interests of the Hospital. Today, as in former years, this Hospital with a professional staff composed of experts in the different branches of medicine, and with laboratories directed by men who are authorities in their own fields, is continually contributing to the welfare of humanity. Planned as a service to the needy sick both the Hospital program and its facilities were expanded in 1903 to add services for the ambulatory sick in the Clinics. For those who wish private care the Phillips House was opened in 1917, and the Baker Memorial in 1930. In 1939 the George Robert White Building was opened to provide more facilities for patients requiring surgery, and a small unit for the care of patients with infections. Greater breadth of services became available with the establishment of a Psychiatric Unit, the fusion of the Huntington and Vincent Hospitals with the Massachusetts General Hospital, the opening of the Burnham Memorial Hospital for Children, the establishment of a unit for rehabilitation services, and in 1962 the dedication of the Joseph P. Kennedy, Jr., Memorial Laboratories for Research on Mental Retardation.

Just as the Hospital took leadership in providing opportunity for the demonstration of ether anesthesia in 1846, so it took leadership in 1896 just fifty years later in the establishment of a Pathological Laboratory and the introduction of the use of X-ray for diagnostic purposes.

As it grew, it was evident that the Hospital recognized and accepted its immediate and future responsibility for patients, not only through attention to scientific investigation, but also in relation to personal and social needs of patients. In 1905, Dr. Richard Cabot and Miss Ida Cannon established the first hospital Medical Social Service, a service which has been studied and adopted in many countries throughout the world.

Within the Hospital today educational programs are conducted for about twenty different groups of workers in the health field. A few of these are courses for medical social workers, students in pastoral care, dietitians, medical illustrators, medical technicians, laboratory technicians, directors of volunteer departments, and for numerous others who share in the care of patients.



The George Robert White Building (1939) and the Bulfinch Building (1821), the original Hospital

THE DIPLOMA PROGRAM

Trustees Committee to the School of Nursing and Nursing Service

Mr. Lloyd D. Brace, *Chairman*

Mr. Francis H. Burr

Miss Sigrid A. Edge

Mrs. Lloyd D. Brace

Dr. Daniel S. Ellis

Dr. Robert N. Ganz

Dr. Earle W. Wilkins, Jr.

Dr. John H. Knowles, General Director

Miss Natalie Petzold, Director of the School of Nursing

Advisory Council to the School of Nursing

Mrs. Joseph Andrews

Mrs. Lloyd D. Brace

Miss Eleanor Clark

Miss Alice M. Dempsey

Mr. Maurice Downey

Mrs. Harris Fahnestock

Mrs. Francis B. Haydock

Mrs. Dorothy Hayward

Dr. John W. Keller

Miss Grace Nangle

Mrs. Roland V. Patrick

Mrs. Huntingon Porter

Mrs. George R. Rowland

Miss Marguerite M. Ryan

Mr. Kenneth Ryder

Mrs. John A. Volpe

Miss Sigrid A. Edge, *Chairman*

Dr. John H. Knowles, *General Director*

Miss Natalie Petzold, *Director of the School of Nursing*

Honorary Members

Mrs. Arthur W. Bell

Mrs. Henry Bigelow

Mrs. Robert Homans

Mrs. Paul Jones

Mrs. W. K. Jordan

Mrs. Thomas Motley

Officers of Administration and Instruction

NATALIE PETZOLD, R.N. *Director of the School of Nursing*

S.B., Simmons College School of Nursing; M.S., Boston University

HELEN SHERWIN, R.N. *Coordinator, First Year and Instructor
Social Sciences*

Diploma, University of Pennsylvania School of Nursing; B.S., University of Pennsylvania; M.A., Teachers College, Columbia University; Certificate Advanced Study, Boston University

KATHERINE HARDEMAN, R.N. *Coordinator, Second and Third Years*

Diploma, Presbyterian Hospital School of Nursing, New York, N.Y.; B.Sc., North Carolina College for Women; Certificate in Midwifery, Lady Curzon Hospital, India; M.Sc. in Nursing, Western Reserve

Other Officers of Administration

CAROLINE E. BENNETT *Librarian*

B.A., University British Columbia, Vancouver, Canada; B.L.S., Library Science, McGill University, Montreal, Canada

EVELYN DOLAN, R.N. *Supervisor, Student Health Clinic*

Diploma, Brooklyn Methodist Hospital School of Nursing; Certificate in Public Health, Simmons College; Advanced Study, Boston University

SHIRLEY GANN *Student Counselor*

A.B., Simmons College; M.Ed., Harvard University

EVA HICKS, R.N. *Administrative Assistant*

Diploma, Faulkner Hospital School of Nursing

MYRTLE HIBBARD *Supervisor, Student Residences*

LILLIAN M. KIELY, R.N. *Student Counselor*

Diploma, Beverly Hospital School of Nursing; B.S., Nursing Education, Boston University, M.Ed., Salem State College

Directors of Program Receiving Students for Affiliation

MARGARET TIBBETTS, R.N. *Director of the School of Nursing and
Nursing Service, McLean Hospital*

Diploma, McLean Hospital School of Nursing; B.S., Boston University

Members of the Faculty and Teaching Staff

- BARBARA BIECH, R.N. *Assistant Instructor, Maternity Nursing*
Diploma, St. Thomas Hospital, London, England; Diploma, Midwifery
Part I, II, Oxford and Gloucester, England; B.S., Boston University
- MARIAN BLACKWELL, R.N. *Assistant Instructor in Science*
B.S., Cornell University; M.S., in Anatomy, Cornell University
- JEAN BOSWELL, R.N. *Assistant Instructor, Operating Room*
Diploma, Champlain Valley Hospital School of Nursing; B.S., Boston
College
- NANCY BOWKER, R.N. *Instructor, Senior Nursing*
B.S., Simmons College; Advanced Study, Northeastern University
- AUDREY BRADY, R.N. *Coordinator First Year Nursing*
Chairman, Nursing II
B.S., Boston College; M.S., Boston College
- ANNE CAHILL, R.N. *Instructor and Chairman, Instruction*
in Operating Room Nursing
Diploma, Massachusetts General Hospital School of Nursing; B.S.,
Boston College School of Nursing
- MADELENE CALOGIRO, R.N. *Instructor, Senior Nursing*
Diploma, Massachusetts General Hospital School of Nursing; B.S.,
Boston University School of Nursing
- JOAN A. CHILDRESS, R.N. *Instructor, Senior Nursing*
Diploma, St. Luke's Hospital School of Nursing, New York, N.Y.;
B.S., Boston University School of Nursing
- MARTHA DANKO, R.N. *Instructor, Maternity Nursing*
B.S., Mt. Mercy College School of Nursing; M.S., Boston University
- DOROTHY DELBUENO, R.N. *Assistant in Teaching, Nursing I and II*
Diploma, Philadelphia General Hospital School of Nursing, Philadel-
phia, Pa.; B.S., Teachers' College, Columbia University
- PATRICIA DWYER, R.N. *Assistant Instructor, Ambulatory Nursing*
Diploma, Catherine Laboure School of Nursing; B.S., Boston College
- BARBARA ELLSWORTH, R.N. *Instructor, Nursing I and II*
Diploma, St. Peter's Hospital School of Nursing, Albany, N.Y.; B.S.,
Catholic University of America
- CLARA FORTMANN, R.N. *Assistant in Teaching, Nursing I and II*
Diploma, Los Angeles County General Hospital School of Nursing;
Public Health Certificate, University of California, San Francisco;
B.S.N., University of Southern California

- MARGARET FRANCO, R.N. *Assistant Instructor, Nursing of Children*
B.S., Boston College
- A. FRANCES GIBBONS, R.N. *Instructor and Chairman,
the Biological Sciences*
Diploma, St. Elizabeth's Hospital School of Nursing; B.S. in Nursing,
Boston College; M.S., Catholic University
- JANICE GOLDBERG, R.N. *Instructor, Nursing I and II*
B.S., Boston University
- FLORENCE GREEN, R.N. *Vice Chairman, Nursing I and II*
Diploma, St. John's General Hospital School of Nursing, St. John's,
Newfoundland; B.S., Wheaton College, Wheaton, Illinois; M.S., Boston
University
- HOPE HIBBARD, R.N. *Instructor, Senior Nursing*
B.A., Ohio Wesleyan; B.S. and Diploma, Columbia University Presby-
terian Hospital School of Nursing
- DEBORAH HYLAND, R.N. *Instructor and Chairman, Ambulatory Nursing*
Diploma, Catherine Labouré School of Nursing; B.S., Boston College
- JOAN JONES, R.N. *Instructor, Nursing I and II*
Diploma, St. Luke's Hospital School of Nursing; B.S., Moravian College;
Advanced Study, Boston University
- MARGARET KEELEY, R.N. *Instructor and Chairman,
Instruction in Senior Nursing*
Diploma, Carney Hospital School of Nursing; B.S. and M.S., Boston
College
- DOROTHY MAHONEY, R.N. *Instructor and Chairman,
Instruction in Nursing Care of the Child*
Diploma, Massachusetts General Hospital School of Nursing; B.S.,
Boston College; M.S., Boston University
- DALE MILLER, R.N. *Assistant in Teaching, Nursing I and II*
Diploma, Massachusetts General Hospital School of Nursing; Skidmore
College
- DOROTHY MONROE *Assistant Instructor, Chemistry and Pharmacology I*
B.A., Wellesley College; M.A., Harvard University
- HARRIET MOOD, R.N. *Assistant Instructor, Nursing of Children*
Diploma, Cooper Hospital School of Nursing, Camden, N.J.; B.S.,
University of Pennsylvania
- MARY JANE NASSAR, R.N. *Instructor and Chairman,
Instruction in Maternity Nursing*
Diploma, Massachusetts General Hospital School of Nursing; B.S.,
Boston College; M.S., Boston University

ANN NOZAWA, R.N.

Instructor, Nursing I and II

Diploma, Massachusetts General Hospital School of Nursing; B.S., Boston University

ELIZABETH O'BRIEN, R.N.

Instructor, Senior Nursing

B.S., University of Rochester, New York

ELENA PELUSI, R.N.

Instructor, Ambulatory Nursing

B.S.N., Boston College School of Nursing

MARGARET PHILLIPS

*Instructor and Chairman,
Instruction in Nutrition*

B.S., University of Maine; M.S., Cornell University; Doctoral Study, Boston University

LOUISE REID, R.N.

Instructor, Microbiology and Nursing II

B.A., Bates College; Diploma, Massachusetts General Hospital School of Nursing

JEAN ROGERT, R.N.

Instructor, Senior Nursing

Diploma, Beth Israel Hospital School of Nursing, Boston, Mass., B.S., University of Pennsylvania

DORIS STEPHENS, R.N.

Assistant Instructor, Nursing of Children

Diploma, Jefferson Medical College Hospital School of Nursing, Philadelphia, Pa.; B.S., N.Ed., Wilkes College, Wilkes-Barre, Pa.

MILDRED TAMMINEN

*Instructor and Chairman,
Physical Sciences*

B.A., University of Missouri, Columbia, Missouri; Advanced Study, Boston University

PATRICIA VINAL, R.N.

*Instructor, Nursing I and II and
Chairman, Instruction in Nursing I*

B.S., Simmons College; Advanced Study, Boston University

SUSAN WALKER, R.N.

Instructor, Nursing I and II

Diploma, Massachusetts General Hospital School of Nursing; B.S., Boston University

WINNIE WILLIS, R.N.

Assistant in Teaching, Maternity Nursing

Diploma, Jersey City Center School of Nursing, Jersey City, N. J.; B.A., Health, Education and Nursing, Jersey City State College

Lecturers

Medical-Surgical Nursing

ARNOLD WEINBERG, M.D. and Representative from the Department of
Radiology
Representative from the Department of,
Dermatology

Nursing Care of the Child

DR. JOHN ROBINSON DR. RUDOLPH TALK

Communicable Disease Control

HAZEL YOUNG, R.N.

Advanced Nursing

WILLIAM ABBOTT, M.D.	ROBERT COPELAND, M.D.
HENRIK BENDIXON, M.D.	WILLIAM DAGGETT, M.D.
MORTIMER BUCKLEY, M.D.	ANTHONY MONACO, M.D.
LEONARD BUCKNELL, M.D.	JOHN KASTER, M.D.
JOHN CONSTABLE, M.D.	PETER YURCHAK, M.D.

Faculty Committees

Executive Committee of the Faculty
Admissions and Recruitment
Financial Aid
Curriculum Committee
Sub-Committee on Records
Audio-Visual Aids Committee
Library Committee
Guidance Committee
Student-Faculty Relationships
Health Committee
Residences
Third Year Evaluation Committee
Over-All Evaluation Committee
By-Laws Committee
Faculty Development Committee
Social Activities Committee

Learning through Observation and Participation...



Rehabilitation



Medication Administration



Intensive Care



Care of the Child



Nursing Science



Patient Teaching

SCHOOL OF NURSING

The School of Nursing, established in 1873, was one of the first three schools in the United States to be organized on the Nightingale plan.

The Women's Education Association of Boston, interested in developing a new occupation for self-supporting women, envisioned trained nursing as a means both of serving young women interested in a career and benefiting the community in which these nurses would work. For twenty-three years the School, then known as the Boston Training School, operated independently of the Hospital, but used the Hospital wards to provide practical experience. Having once proved the value of the trained nurse, as well as the worth of the School to the Hospital, the School's Board of Directors transferred the Training to the trusteeship of the Massachusetts General Hospital. At this time the name was changed to the Massachusetts General Hospital Training School for Nurses. Since neither the residence nor the practice field of the student nurse was changed, the continuity of the School remained unbroken. In 1940, the name was again changed to the Massachusetts General Hospital School of Nursing to emphasize the changing philosophy of the School.

The School has had three collegiate affiliations. From 1919 to 1936, with two other hospital schools, a program was conducted with Simmons College, providing opportunity for students in nursing who wished to combine a broad general education with education in nursing. From 1945 to 1966, Radcliffe College and the Massachusetts General Hospital School of Nursing established a Coordinated Program for the preparation of women who wished to pursue both liberal arts and nursing. From 1962 to 1966, the Massachusetts General Hospital School of Nursing offered to one section of the entering freshman class, who wished to enrich their study of nursing, the opportunity to enroll in college classes in basic sciences and English at Northeastern University as a part of their three-year basic nursing program.

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938 the School was surveyed and fully accredited by the National League of Nursing Education. In 1960 and 1963 it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing. Graduates of the School, to the best of our knowledge, are eligible to take examinations for registration in every state of the Union. If the grades obtained in the Massachusetts State Board of Examinations are sufficiently high the graduate may be registered in other states by endorsement. Obviously, no person can foretell what new regulations relative to registration may be made in any given state which may render a graduate from any given school ineligible for examination in states other than the one in which her school is located. The policy of this School, however, is to keep informed of all regulations, and to prepare its graduates as far as possible to meet them.

Just as when the School began, the broad aim established to guide the program remains to prepare young people to give nursing care. However, chang-

ing patterns of medical care and emerging social trends necessitate constant re-examination of both goal and program, and frequent modification of the curriculum. Since the School admits students directly from high school the level of teaching is adapted to the needs of the high school graduate. The School expects to admit those young people who have a sound educational background, academic potential, interest in nursing and study, and a personal readiness to grow within the School's philosophy and program. The program is divided into two periods. The first, of two years, recognizes the need for the prerequisite acquisition of knowledge basic to nursing, and introduces the student through a graduated program to the increasingly complex practices and the more demanding responsibilities. The second segment, the third year, emphasizes development of skills, and the sense of personal responsibility expected of the beginning nurse practitioner. Thus it is hoped to educate students in nursing to give individualized nursing care and to develop a foundation of nursing knowledge which can be transferred from one situation to another. Experiences provided help the student early to develop a type of leadership and a power to make wise decisions that will be of value in advanced study, positions requiring leadership skills, and in life.

Facilities Utilized for Instruction

The opportunities offered by a large general hospital with over 1,000 beds in a metropolitan area assure broad and varied clinical laboratory experiences for students. The Massachusetts General Hospital and other agencies with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The General Hospital has facilities for instruction in the nursing care of men, women, and children, with medical or surgical conditions. The Baker Memorial and Phillips House offer similar facilities for the care of private patients. The Clinics with a daily average of about 700 patients provide unique opportunities in the care and rehabilitation program for the ambulatory. Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching program conducted within the Hospital all services provide maximum educational opportunities.

One affiliation of 12 weeks is included in the experience. All students go to the McLean Hospital in Belmont for a course in psychiatric nursing. All students have clinical experience in maternity nursing at Boston City Hospital under the guidance of instructors from the home School. The course in maternity nursing will be taught concurrently at the home School.

The Massachusetts General Hospital and the affiliating institutions where the student has maternity and psychiatric nursing are accredited by the Joint Commission on Accreditation of Hospitals.

Planned field trips to various parts of the community and to various community facilities are correlated with courses of instruction and add another dimension to the program.

Within the Hospital and School residences there are five classrooms and six laboratories for the exclusive use of the School. Two laboratories are equipped for the teaching of sciences, three for developing certain nursing skills, and the other for the teaching of nutrition. Various amphitheatres and conference rooms are also available, some in the clinical area where ward teaching conferences are held and where students may study and use special ward records.

The Nursing School Library is named the Palmer-David Library in honor of two alumnae of the School. A professional librarian is in charge of this library which contains over 2,400 professional volumes, 2,200 titles, over 130 periodicals, a collection of current pamphlets, and 200 volumes in the historical collection. A reading room and small library stocked with selected books and periodicals are also located in the freshman residence at 20 Charles Street. In addition to these, students have full access to the Warren Library, the patients' library of 4,000 volumes, and for special projects and papers to the Treadwell Library, the Hospital's medical library, of 21,900 volumes and 125 periodicals.

Faculty

The teaching staff of the School of Nursing includes a large full-time Faculty which is augmented by professional personnel from many areas within the Hospital. Forty-eight faculty members allow for an instructor/student ratio of one to eight. The breadth of background and experience of the Faculty is indicated by the fact that diplomas and degrees held by Faculty members represent more than twenty different schools of nursing and more than twenty different colleges and universities in various parts of this country and Canada.

GEOGRAPHIC DISTRIBUTION OF STUDENTS

State	Number of Students		
	Class of 1966	Class of 1967	Class of 1968
Massachusetts	.		
Greater Boston	52	37	37
Outside Greater Boston	43	42	50
Maine	10	6	8
New Hampshire	5	4	7
Vermont	2		2
Connecticut	13	6	11
Rhode Island	3	4	3
New York	6	7	2
New Jersey	4	3	3
Pennsylvania	6	3	
Maryland	1		
North Carolina		1	
South Carolina		1	
Florida		1	1
Ohio	2	2	2
Michigan	1		2
Illinois		1	2
Indiana	2	1	
Iowa			1
Colorado	1		
Nevada	1		
California	1		
Wisconsin		1	1
Hawaii			1
Other Countries			
Canal Zone	1	1	
Guatemala		1	
Haiti		1	1
Guam		1	

ADMISSIONS

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. During the educational period, students learn much from each other as well as in the classroom and clinical laboratory. For these reasons the Committee on Admissions selects a carefully balanced group of about 150 students whose abilities, interests, and experience are complementary and who individually show promise of personal fulfillment and potential contribution in our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications. Since the number of applications far exceeds the available appointments, admission is competitive and the School reserves the right to select those candidates who appear, in the judgement of the Faculty, to be best qualified for the program in this School. Since applications are processed as received, applicants are encouraged to apply early in their senior year.

The factors considered in evaluating each applicant include:

1. Secondary school record.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. The National League for Nursing Pre-Nursing and Guidance Test.
4. The recommendation of the principal, counselor or dean of the secondary school or college.
5. Three references from teachers, employers or other qualified persons.
6. Personal essay of the applicant.
7. Health record.
8. Interview.
9. Personal qualifications, such as intellectual and emotional maturity and a discriminating interest in extra-curricular activities.

Application for Admission

Applications should be submitted on the form provided by the School which may be obtained on request. A \$10 non-refundable fee must accompany the application. Acknowledgement and appropriate forms and directions will be sent on receipt of the application. Decisions on appointments are made throughout the year as soon as credentials are completed, and applications will be accepted as long as there are places available in the entering class. Juniors who have fulfilled the entrance requirements may apply at the end of their junior year and may be given an early decision contingent on satisfactory completion of the senior year.

Age, Marital and Citizenship Status

The preferred age for applicants is between 17 and 30 years at the time of entrance, but older applicants may be considered. Both single and married men and women who meet the requirements of the School are eligible.

Since the State of Massachusetts requires United States citizenship or a declared intention of citizenship for entrance into a school of nursing, candidates who are not citizens may be admitted only under certain circumstances and should make individual inquiries.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is required. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject.

Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign language, 2 years of the same language	2 units
History, or Social Studies, 2 years (one full year of history, and one half year of Civics or Problems of Democracy may be accepted)	1½ or 2 units
Science, college preparatory biology 1 year	1 unit
college preparatory chemistry 1 year	1 unit
Elective	3½ or 3 units
	16 units

Recommended electives include a third year of the same language, physics, a fourth year of mathematics, additional social studies or a second language. Although the minimum requirement is 16 units, the curricula showing strongest preparation are given preference.

Substitutions are not accepted for any of the required courses. Specifically, Business Mathematics, Bookkeeping or Hospital Mathematics may not be offered in place of the mathematics course listed. Physics may not be substituted for Chemistry, nor General Science for Biology. Nurses' Chemistry or Nurses' Biology are not usually approved. Latin or a modern language are both acceptable, but a minimum of two years of the same language is required.

Credit is not given for a "D" or a failure in a course. To be counted for full credit, the final course grade should be 10 points above the school's passing grade. Preference is given to those applicants who rank in the upper quarter of their class. Choice of curriculum or "track," honors and advanced placement courses, and the manner in which class rank is computed are given appropriate weight.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for postgraduate educational programs as well. The tests required are:

Verbal Scholastic Aptitude
Mathematics Scholastic Aptitude
English Achievement
Level I Mathematics Achievement

It is recommended that these tests be taken by December or January of the senior year to ensure sufficient time for review of the completed application. Junior year test scores are acceptable. If two scores in the same test are submitted, the higher score will be accepted.

The tests are given in December, January, March, May and August, and application to take the tests should be made about a month before the test date. Students should designate the Massachusetts General Hospital School of Nursing as a recipient of the scores. Students who did not designate the School as a recipient when they applied for the tests, may write to the College Board requesting that scores be sent to this School; the College Board requires a fee of \$1 for such a report.

Detailed information about the tests may be obtained from most secondary schools or from the College Entrance Examination Board, P. O. Box 592, Princeton, New Jersey (or P. O. Box 27896, Los Angeles 27, California for western residents).

National League for Nursing Pre-Nursing and Guidance Test

The Pre-Nursing and Guidance Examination Service of the National League for Nursing was established to assist basic professional schools of nursing in the selection and counseling of applicants to their program. A good selection test, when used in conjunction with other information about the applicant, gives an indication of the prospective student's potential for completing the program and for succeeding in the field for which the program offers preparation.

Health

A physical examination report on the form provided by the School and subject to approval by the School Physician, is required of all applicants. Applicants who live in the vicinity of the School may arrange individually to be examined by the School Physician as private patients if they so desire. Applicants with disabilities which will probably not interfere with the study or practice of nursing may be approved on individual consideration.

Interview

A personal interview with the School Counselors or another member of the Admissions Staff is required for all applicants who live within a reasonable distance of the School. Appointments for an interview will be made when the applicant's record is nearly complete. Interviews cannot usually be arranged for Saturdays, Sundays or holidays. An Alumnae regional representative will interview applicants who live beyond a day's round trip from Boston.

An Open House is held on a Saturday morning each fall and spring. If applications are sufficiently advanced at this time, an interview may be requested for the same day, especially by students who reside at a distance. Tours of the School and Hospital are conducted at these times. So far as possible, student guided tours will be provided on the day of interview for applicants who have not previously visited the School. Juniors and seniors who are considering an education in nursing are cordially invited to attend Open House when a detailed discussion of the nursing education programs at the Massachusetts General Hospital School of Nursing is presented and there is opportunity to meet with Faculty and students.

Time Allowance for College Study

Applicants who enter from college must satisfy the requirements listed for high school graduates, but these requirements may be met by a combination of high school and college courses. Grades achieved in college should indicate the applicant's ability to carry satisfactorily a program of study on the college level. Below "C" level work is considered unsatisfactory.

Transfer credit for college work or study in other schools of nursing cannot ordinarily be granted, but individual consideration will be given. However, a time allowance may be made for students who maintain a "B" average in the first two years and who show aptitude for nursing. This allowance is a maximum of 4 months for students with two years of study in an approved college and a maximum of 8 months for students who are college graduates.

TUITION AND FEES

Costs to the student fall into two general categories: (1) certain fixed charges for tuition, fees, deposits, and related services provided by the School; and (2) variable items of personal expense.

The cost of the program for three years is as follows:

Preentrance tests	\$ 22.00
Tuition	1,300.00
Fees	155.00
Blue Cross-Blue Shield	309.00
Board and Room	480.00
Uniforms	125.00
Books	90.00
Key deposit (refundable)	1.00
Total charges for three years	\$2,482.00

The fees support health services, laboratory costs, library, general administration, and student activities. The cost of the Blue Cross-Blue Shield to the student is dependent upon the charge made to the Hospital by Blue Cross-Blue Shield, which may vary yearly.

All charges and fees are subject to change at any time at the discretion of the School.

Payment of Charges and Fees

All charges and fees are payable in advance. All checks or money orders should be payable to the School of Nursing, Massachusetts General Hospital.

Charges and fees are payable as follows:

Preentrance

Preentrance Tests	\$ 22.00	
Application Fee	10.00	
Tuition Deposit	50.00	
Uniforms	93.80	\$ 175.80

On Entrance

Tuition	500.00	
Blue Cross-Blue Shield	103.00	
Board and Room	480.00	
Uniforms	30.00	
Books	63.00	
Fees	60.00	
Key Deposit	1.00	\$1,237.00

Second Year

Tuition, Massachusetts General	350.00	
Tuition McLean Affiliation	75.00	
Tuition, Boston City Affiliation	125.00	
Blue Cross-Blue Shield	103.00	
Books	27.00	
Fees	40.00	720.00

Third Year

Tuition	200.00	
Fees	55.00	
Blue-Cross-Blue Shield	103.00	
Graduation Fee	15.00	373.00

A student is eligible for promotion into the next year, and for graduation only after all her financial obligations have been met.

Exceptional Fees

Certain additional fees may be necessary for some students:

To repeat a course	\$25.00
To repeat a quarter with classes and clinical laboratory	75.00
To repeat or take a specially scheduled examination	5.00
To be tutored: one student, per hour	5.00
Two or more students, per hour, each	3.50

Individual estimates of expense should include allowances for transportation, clothing, personal laundry and cleaning, and incidentals.

Deferred Payments

A student or her parents may arrange with the Director of the School to pay fees in installments. No interest or carrying charge is levied. All charges for the year must be paid before the beginning of the next year. In the event of a student's withdrawal, payment of all fees due will be expected.

Refunds

No refunds of charges or fees are made.

Financial Aid

In effect, every student in the School receives some financial aid, since the School's charges and the value of the student's care of patient's cover about two-thirds the cost of her total program.

Most students plan to finance their education through a combination of savings, help from home, and earnings. An entering freshman needing sup-

plementary funds should have clearly in mind the additional amount needed in her particular case.

Grants and loans are awarded annually by the Committee on Financial Aid which studies each application individually. Application forms for financial aid for entering students and for students already enrolled may be obtained from the office of the Director of the School and should be returned to that office by May 15. Applicants will be notified as soon as awards are made. Awards are for one year only. Students in good standing may apply for further assistance in subsequent years.

Grants are in the form of partial gift awards. For each hundred dollars of the grant, a freshman is expected to contribute ten hours of assistance, a junior fifteen hours, and a senior twenty-five hours to the School during the year. Opportunities will include touring visitors, covering the information desk in the residences, assisting with clerical functions, and the like.

After nine months in the School, paid work on the units is available to freshmen and to upperclassmen in good standing. This work program, when approved by the School, is arranged through Nursing Service and is completely separate from the opportunities in the School.

Opportunities for babysitting in families of the medical and nursing staffs are also available.

Scholarship and Loan Funds

A list of scholarship and loan funds established by gift or endowment follows: The income from such funds and from the funds for grants-in-aid is available each year. In applying for assistance, students should apply on the basis of financial need, not for any specific scholarship or loan.

WILLIAM C. AND JESSIE B. COX SCHOLARSHIP FUND, 1962.

ANNE CROTTY SCHOLARSHIP FUND, 1961, established in her memory by her sister, Mrs. Helen E. Ward.

NANCY M. FRASER SCHOLARSHIP FUND, established in memory of Nancy H. Fraser, Class of 1914 and for many years Health Supervisor in the School of Nursing, by her brother and sister, Mr. Norman Scott Fraser and Mrs. Douglass.

DOROTHY DAYTON MORGAN SCHOLARSHIP FUND, established in 1961, by Mr. and Mrs. Thomas E. Toplin and classmates, in memory of Dorothy Dayton, M.G.H., 1945.

LOTTIE POTTS LELAND SCHOLARSHIP FUND, established in memory of Lottie Potts Leland, Class of 1910, by her husband, Dr. Ora Miner Leland.

JESSIE M. STEWART SCHOLARSHIP FUND, established in memory of Jessie M. Stewart, Class of 1935, Assistant Director of the School of Nursing, by her family, friends and former students.

MARIAN MOIR WEST LOAN FUND, established in 1916 in memory of Marian Moir West, Class of 1899, by her sister, Miss Agnes West.

MASSACHUSETTS GENERAL HOSPITAL LOAN FUND, established by the Trustees in 1961.

NATALIE MCLEAN KELLER SCHOLARSHIP FUND, established in 1965 in memory of the wife of Doctor John Keller, Director of Student Health Services.

FEDERAL LOAN, Nurse Training Act of 1964, Public Law 88-58.



Big sister, little sister

GENERAL INFORMATION

Attendance

Regular and punctual attendance is expected of all students in scheduled learning experiences whether class or laboratory sessions or observation periods. Students through their contributions and outside preparation share in making learning experiences vital and worthwhile. Failure to attend classes or laboratory periods, for whatever cause, reduces the student's opportunity to obtain maximum value from the course and may affect her achievement.

Students are personally responsible for discussing absences with the teachers of the courses involved, prior to the absence if possible, or immediately upon return. The student must demonstrate that she has met the objectives of every course through selected out-of-class assignments, and through other appropriate methods of evaluation. When absence for any reason results in a loss of experiences or interferes with the ability to meet course requirements and thus necessitates withdrawal from the School, the faculty determines the date of the student's return, her privilege of proceeding with her class in the School, and the method and manner of meeting the course of requirements.

Students are permitted limited leave for personal illness. All required courses must be completed and the requirements for State registration must be met.

Classes are held on designated class days. Class periods are 50 minutes in length unless otherwise indicated. Clinical laboratory experience is scheduled for specified days of the week. There are two unscheduled days each week.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods are as follows:

- Freshmen:* 2 weeks at Christmastime
3 consecutive weeks in June or July
- Juniors:* 6 consecutive weeks determined by course sequence. These vacation periods are scheduled from mid-October through July, depending on the class section to which a student is assigned.
- Seniors:* 6 consecutive weeks scheduled according to time of vacation in Junior year and sequence of program. This vacation may come in any month.

Special vacation time requests are given consideration and are arranged as the program allows.

Leave of Absence

Leaves of absence are requested of the Assistant Director of the School of Nursing. Leaves of absence which are recommended by the physician or faculty are granted readily if for health. Students are not granted leave of absence to care for sick relatives.

The date upon which a student may return to the School after a leave of absence depends upon the readiness of the student to return, as determined by the faculty and health service, and on her availability at the time when classes or required clinical experience resume.

Withdrawals

Students wishing to withdraw are requested to discuss this with the Director or the Assistant Director of the School of Nursing. It is usual that the student will have discussed this also with her family as well as other members of the Faculty such as the Counselor, Faculty Advisor, Instructor or Supervisor of Student Health. Upon withdrawal a written letter of resignation stating reasons for this decision is necessary.

The Faculty may request the withdrawal of students who fail to meet course requirements in class or clinical practice at the end of the course or term or at the end of a suitable period of guidance and evaluation. Students may also be requested to withdraw for failure to meet acceptable standards of health, personal integrity, and of School citizenship.

The Faculty of the School of Nursing reserves the right to determine which students shall be eligible for readmission. The decision to re-admit a student is made by the Faculty after consideration of the individual circumstances and a review of the student's cumulative record and personal qualifications which might indicate suitability for and success in the program.

Depending on the individual circumstances and the length of time elapsed between leaving the School and re-admission, special arrangements for review, for tutoring, or for repeating certain parts of the program will be made. The time when a student may re-enter is determined by the Faculty on the basis of experiences required and the times when these experiences are offered.

Evaluations, Advancement, Graduation

Evaluations by the faculty and by the student herself of her progress are an integral part of the program, and are viewed as a means of guiding the student in the attainment of school objectives.

Various methods of evaluation include observation and rating of students in various phases of the program, teacher made tests, projects, term papers,

oral reports, clinical experience reports, National Standardized Achievement tests, conferences with instructors and faculty advisors, and the student self evaluation, which is written in conjunction with each clinical experience. In this way, students can and are expected to be aware of their standing in the School and seek assistance from instructors or faculty advisors as necessary. Each student's progress is reviewed at the end of every quarter in the first two years and at appropriate specified intervals in the third year. Course grades are announced at the end of the quarter or term in which the course is completed. A progress or grade report is sent to the students and parents or guardians at the end of each quarter in the first year, and once a year thereafter. Supplementary intermediate reports are made as appropriate in terms of schedules and progress of individual students.

The standard of grading adopted by the School is as follows:

A	<i>Excellent</i>	4 quality points
B	<i>Good</i>	3 quality points
C	<i>Fair</i>	2 quality points
D	<i>Low</i>	1 quality point
E	<i>Conditional Failure</i>	0 quality point
F	<i>Failure</i>	0 quality point

The cumulative average of all grades is expressed in quality points which are weighed according to the number of hours in each course. An average of two quality points, with demonstration of acceptable personal standards of integrity and good citizenship and achievement in meeting program objectives are required for graduation.

Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, demonstrate ability in nursing, meet school obligations, and in the opinion of the Faculty, are personally fitted to assume the responsibilities of the registered nurse. Students who fail to meet the school standards may, at any time during the program, be placed on warning or be recommended to withdraw. Warning indicates that the student's standing in the School is unsatisfactory and that the student should take steps to improve her standing in order to continue in the program.

Guidance and Counseling

The guidance program of the School directed by the Student Counselors is designed to help the student achieve the greatest professional and personal success and satisfaction. Each student is assigned a Faculty Advisor on entrance with whom she meets regularly to discuss her plans and progress. The frequent contacts between the student and her Faculty Advisor, coordinated with the activities of the Counselors, help to produce student-faculty relationships which are most favorable to positive guidance and better understanding of the student and her particular needs.

A Guidance Committee, composed of faculty members and students serves to promote and strengthen an effective guidance program in all its many phases.

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social, and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. Its Council meets monthly to plan and report progress on various activities. Mass meetings are held four times a year. In addition to the usual business meeting, the program includes speakers on subjects of general interest and various forms of entertainment. The Association promotes student participation in district, state, and national student organizations, sending delegates to local, state, and national meetings.

Within the Association are a student Dormitory Board and Judiciary Board, which relate respectively to residence and disciplinary affairs. The Big-Little Sister Program, another activity of the Association, plays an important part in student life. Before entering the School, each freshman receives a letter of welcome from her Big Sister, a senior student, offering friendship and assistance. A Big-Little Sister Party is an event of Freshman Week in September.

At various times during the year, teas and other activities provide an opportunity for faculty and students to meet on an informal basis.

The Student-Faculty Relationships Committee, composed of representatives of the two groups, explores areas of mutual concern. There is also student representation on the majority of the standing committees within the faculty organization.

Throughout the year there are several traditional events. These include "Capping," when students change from the student cap to the School cap at the beginning of the third year, the Glee Club's Christmas Candlelight Service, Convocation, Parents' Day for Juniors, Holiday and Spring formals, Senior Week, and Graduation. A yearbook is published by each senior class.

A variety of other seasonal out-of-door activities or social activities are sponsored by various student organization groups throughout the year — sometimes with students from other schools of nursing within the city or state.

In the Boston area or within the hospital community there are a host of other recreational and cultural opportunities, such as concerts, art festivals, musical and theatre events, museums, cookouts, skating, tennis, badminton, bowling, swimming, sailing, inter-school basketball, hiking, and bicycling. Students are also encouraged to pursue their own hobbies, interests, or talents.

Health

The School of Nursing endeavors to establish a social, physical, and emotional environment conducive to the promotion and maintenance of good physical and mental health. Just as the health needs of the student are considered in the overall school program, so is the student encouraged through sound practices in daily living to maintain and improve her own health and to share in the responsibility of protecting the health of others.

A member of the Medical Staff of the Hospital and a Supervisor of Student Health are directly responsible for the care of the health of the students. Consultations with other members of the Hospital Medical Staff or special examinations are arranged through the Student Health Office when necessary. All of the medical resources of the Hospital are available when needed for student health. There is also an active committee on Student Health. This committee includes the Student Health Physician, members of the Hospital Visiting Staff, School Health Supervisor, a Nutrition Instructor, a Resident Physician, the Student Counselor, a Public Health Nurse Instructor, an Assistant Director of the School, a Psychiatrist, student nurses, and the Director of the School of Nursing.

The first steps in the health program include a thorough physical examination, an X-ray of the chest, dental examination and care, immunization against common infectious diseases, as well as visual acuity and hearing tests.

The Student Health Service maintains a daily clinic for students seeking counseling, physical examinations, care and follow-up of illnesses, and guidance and instruction in the establishments of positive health habits. Chest X-rays are taken every six months. There is a regular physical examination each year and prior to graduation. Weights are recorded twice a year, with students assuming the responsibility for interim checks. Marked deviations from normal weights are given special attention. Oral supervision is provided through the Dental Clinic and eye examinations or care through the Eye Clinic in cooperation with the Massachusetts Eye and Ear Infirmary. The dietary regime is regulated by graduate dietitians and the menus are planned to assure an adequate and properly balanced diet. Students assume responsibility for choosing wisely from the cafeteria menus and for otherwise maintaining healthy eating habits.

For a reasonable length of time illnesses are cared for in the Hospital without cost to the student except for certain special treatment. When admitted to the Hospital students are semiprivate patients. If they have Blue Cross-Blue Shield or other medical insurance they may have their own doctor. The School cannot assume financial responsibility for extended care of illnesses that may result from defects or conditions that existed before entrance, for illnesses of a chronic nature or for the treatment of certain pre-existing conditions not necessitating immediate or specialized attention, or for care given in another hospital for which there is a charge.

Whenever or wherever special nursing is requested this expense must be borne by the family. The same would be true if a fee were necessary for a blood transfusion or for certain special medications.

Due to the cost of medical care, the School of Nursing urges that students be included in family health insurance plans.

Residence

Living accommodations in the residences are provided for all students. Freshmen students have an opportunity to select single or double rooms. Students are assigned to residences according to their year in the school program and assume the responsibility for moving from one residence to another at the end of each year, or during periods of affiliation with other agencies.

Students may live out provided the demands for cummuting are consistent with good health. Requests to live out are made by filling out forms provided for this purpose.

Students living out must be available by telephone. No room is provided in the residence for students who commute except a common dressing room shared with others.

Marriage

Enrolled students wishing to be married will discuss their plans with the Director or Assistant Director of the School of Nursing. Married students remain in the program if the requirements of the School can be fulfilled.

In the Residences



Between classes

"At home"



Recreation



TYPICAL PROGRAM PLAN...

FIRST YEAR

Orientation and Human Relations Seminar	.	.	.	.	.	.	.	.	.
Anatomy and Physiology	.	.	.	.	.	.	.	.	.
Chemistry and Pharmacology I	.	.	.	.	.	.	.	.	.
Microbiology	.	.	.	.	.	.	.	.	.
Nursing I	.	.	.	.	.	.	.	.	.
Social Backgrounds for Nursing	.	.	.	.	.	.	.	.	.
Personality Development	.	.	.	.	.	.	.	.	.
Nutrition	.	.	.	.	.	.	.	.	.
Nursing II	.	.	.	.	.	.	.	.	.

SECOND YEAR

Maternity Nursing	1
Nursing Care of the Child	2
First Aid	3
Psychiatric Nursing	4
History of Nursing	5
Nursing Care of the Ambulatory Patient	6
Intersession	7

THIRD YEAR

Group Dynamics and Human Relations Seminar	
Professional Adjustments	
Nursing III	
Operating Room Nursing	

COURSE HOURS

CLASSROOM THEORY; LABORATORIES; CONFERENCES; FIELD TRIPS	CLINICAL LABORATORY AND RELATED EXPERIENCES
--	---

.	25		
.	96		
.	87		
.	47		
.	60		41
.	60		
.	40		
.	28		
.	188		615
.	140		160
.	84		324
.	12		
.	84		369
.	11		
.	65		148
.	50		63
.	14		
.	24		
.	88		1456
.	55		212

INSTRUCTIONAL PROGRAM

Each year of the program, while building upon preceding experience and contributing to the over-all professional and personal growth of the student presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce the student to health needs of people and help her to recognize and accept her position as a member of the health team in this hospital, other agencies and broader communities in which she will function as a graduate nurse. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgment, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the hospital and other community agencies. Such a program, with its out-of-class assignments and expected preparation and study implies the twofold responsibility of the student, that is to make a personal contribution to her nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session.

In her freshman year, the student begins with the study of the sciences; physical, biological, and social. At the end of the first three quarters she should have acquired a basic core of chemistry, anatomy and physiology, microbiology and nutrition. In the social sciences there are observations, study and discussions relating to the community which the hospital serves and to various social institutions and social and cultural factors affecting health, attitudes and behavior. Nursing I is taught concurrently with the sciences. For a few hours each week there are planned experiences, guided by the teacher, in patient care areas within the hospital, devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. Experience with patients begins with the ambulatory patient and progresses to the moderately ill in the first six months; then, in the second semester, to the study and care of adults with acute medical and surgical conditions. Nursing II and the study of Personality Development begin in March when the schedule changes to allow for more experience in the clinical setting. For several days each week students are assigned to units where a nurse instructor continues to be available and to guide student learning. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on

the needs of the hospitalized patient, but also on the relationship of his illness to the patient's background and experience before entering the hospital, and resources for meeting his continuing health needs once he leaves the hospital. Pharmacology, pathology and diet therapy are included in all clinical nursing courses.

The second year provides classes and clinical experiences in four special areas of nursing. Experiences in Nursing of Children and the care of the Ambulatory Patient are provided at M.G.H., while obstetric and psychiatric nursing are taught at cooperating agencies. Obstetric Nursing is studied at the Boston City Hospital where the student is assigned as part of her program to the different areas of the delivery of the infant and the care of mothers and babies. McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Psychiatric Nursing. These special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Each course is taught over a twelve weeks term, with a six weeks vacation included in the term allotted to ambulatory patient care. At the end of the second year there is an intersession which serves to bridge the gap between the specialized experience of the second year and the more comprehensive experiences of the senior year.



*The Health Team and the Nursing Team
plan for the patient's care*



At the end of the second year the student receives her senior cap. The third year program with its increasing responsibilities in the area of patient care, as well as in self directed learning, is planned to facilitate the transition from student to graduate nurse. For the first three quarters, the student spends one day in each week in classes and four days in the clinical laboratory, while in the fourth quarter, learning focuses upon the clinical experiences with planned conferences. This part of the program also offers an introduction to operating room nursing and is concerned with a comprehensive approach to patient care; the care of the critically ill; and the care of patients with certain rehabilitation needs. Experiences are planned for evening and night periods as well as during the day so that the student will be better able to appreciate and meet the responsibilities involved in providing patient care around the clock.

The senior nursing course also deals with learning to assume a leadership role and the appreciation of principles of emergency nursing. In practical recognition of her increased contributions to patient care and to the Hospital, the student receives a stipend of \$30.00 monthly during her senior year.

COURSE DESCRIPTIONS

First Year

Nurs. 101: Orientation. This course, Professional Adjustments I, is conducted insofar as possible as a discussion group in order to assist the student in early adjustments to her new environment and to professional nursing. The content deals with some of the initial adjustments to the School and the Hospital and to some of the responsibilities of professional nursing with which the student will become involved. —Miss Petzold

Soc. Sc. 161, 163: Human Relations Seminar. A Seminar which is held during the first and third quarters of the first year. The expressed aims of the course are to learn to understand others by better understanding of self and to learn how to handle problems of personal adjustment which occur on entrance into a nursing school and in relation to early experiences in nursing. —Dr. Fedor and Dr. Misch

Bio. Sc. 111, 112, 113: Anatomy and Physiology. A study of the organization, structure and function of the normal and abnormal human body. Both of these are basic for understanding nursing and nursing activities. Individual and laboratory exercises include animal dissection, fresh tissue dissection, microscopic tissue examination and preparation and techniques of physiological tests. —Miss Gibbons, Mrs. Blackwell

Bio. Sc. 112, 122, 123: Microbiology. A study of microorganisms, their classification, physiology, and methods of growth control. The course includes a consideration of microbial causative agents of disease and disease processes. Experiments conducted by the students deal with identification of an unknown organism and emphasize bacteriology principles related to nursing. —Miss Gibbons and Miss Reid

Phys. Sc. 141, 142: Chemistry. Basic chemical principles and specific information prerequisite to biochemistry are considered in introductory units on organic and inorganic chemistry. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats, and proteins; hemostatic mechanisms of fluid, electrolyte and acid-base balances; and diagnostic tests. Lectures and laboratory. —Mrs. Tamminen and Assistant

Phys. Sc. 152: Pharmacology. A brief introduction to pharmacological arithmetic: metric system and equivalent units of measurement; pharmacological terminology and approved abbreviations; extensive practice in solving problems in the administration of and preparation of solutions.

—Mrs. Tamminen and Assistant

Soc. Sc. 171, 172: Social Backgrounds for Nursing. This course is intended to help the student become personally acquainted with Boston, so that she may gain some self-confidence in this metropolitan community from which so many of her patients come. Through the use of excursions, films, records and extensive reading she may gain insight into cultural, economic, political and social factors generally related to health and welfare, with special reference to her own background.

—Miss Sherwin and Nursing Instructors

Bio. Sc. 231, 132: Nutrition and Diet Therapy. The nutritional needs of the healthy adult are considered from the standpoint of age, activity, and growth needs. As the essential nutrients are studied the student evaluates her food intake, and that of her patients. A study of food habits is undertaken from a cultural viewpoint. Nutritional theory as it relates to maternal and child health, and medical-surgical conditions is considered concurrently with these specialties. The application of normal nutrition and diet therapy principles is included in the assignment in the clinical areas.

—Miss Phillips and Assistant

Nurs. 181, 182: Nursing I. A course designed to help the student build a foundation of knowledge, skills, and attitudes essential for giving basic supportive nursing care. Utilizing principles from the biological, physical, and social sciences, the student learns to identify the varying needs of the individual in health and in illness; to formulate a plan for care and health teaching, and to evaluate the effectiveness of her approach.

—Miss Vinal, Miss Green and Nursing Instructors

Nursing 183, 184: Nursing II. This course emphasizes a patient-centered, problem-solving approach to the study of selected disease conditions appropriate to a beginning Medical-Surgical Nursing experience; Pathology, Pharmacology and Nutrition are included as an integral part of the therapeutic plan. Through a program of correlated clinical learning experiences the student has an opportunity to plan and give individual nursing care to adult patients with Medical-Surgical Nursing conditions.

—Miss Brady, Miss Green and Assistants

Soc. Sc. 173, 174: Personality Development. A study of normal development from infancy through the life cycle, including physical, emotional and social factors with emphasis on the early years. Mechanisms of adjustment are discussed as frequently encountered in situations involving patient, family members, nurse and others caring for the patient.

—Miss Sherwin

COURSE DESCRIPTIONS

Second Year

Nursing 210 R: Maternity Nursing. A course designed to aid the student in developing a philosophy, an appreciation, and an understanding of the care of the mother and the new born. Consideration of socio-economic, psychological, nutritional, medical-surgical, and health teaching factors pertinent to the well-being of the mother, infant and family group. Deals with normal processes first, as a basis for understanding and recognition of abnormal conditions. Experience includes techniques of care during antepartal, intrapartal, postpartal, and neonatal periods.

—Miss Nassar and Instructors

Nursing 220 R. Nursing Care of the Child. A course designed to aid the student in developing an understanding of the nurses' role in relationship to the development of the child and his needs in health and sickness. Planned instruction is correlated with supervised clinical practice. Principles of Communicable disease prevention are integrated. First Aid is taught concurrently.

—Mrs. Mahoney and Instructors

Nursing 280 R: First Aid. This twelve hour course, taught concurrently with Nursing Care of the Child, is designed to help the student learn to function as an efficient first aider: one who is able to promote good safety attitudes and practices, as well as to give care to the victim of an accident or sudden illness when a physician is not immediately available. Upon her satisfactory completion of the course the student receives a standard First Aid Certificate from the American Red Cross.

—Miss Hibbard

Nursing 230 R: Psychiatric Nursing. A course designed to further the student's knowledge of basic concepts of mental health and mental illness, with the primary focus on understanding of behavior through effective nursing process and therapeutic use of self, in order to provide corrective emotional experiences for the patient.

—Mrs. Makin and Instructors

Nursing 240 R: Nursing Care of the Ambulatory Patient. Theory correlated with guided experiences in the clinics, field trips and observations in the community. Focuses upon identifying and meeting the needs of the ambulatory patient who comes to the clinics. The role of the nurse as a health teacher is emphasized in relation to the patient, family and community. Course includes content related to Public Health, Communicable Disease Control, Health Education and Conditions of the Eye, Ear, Nose and Throat.

—Miss Hyland and Instructors

Nursing 290 I: Junior Intersession. A four week experience designed as a period of critical thinking and independent study.

—Miss Mahoney, Miss Hyland,
Miss Sherwin and Instructors

Soc. Sc. 200 R: History of Nursing. Consideration of some of the trends and attitudes which at various times have affected the care of the sick and the role of the caretakers. The course stresses the present concern of various groups with matters of world health. About half of this course is devoted to American Nursing since 1873, and the development of nursing organizations, their changing purpose and their achievements. —Miss Sherwin

COURSE DESCRIPTIONS

Third Year

Senior Program. A one year period during which emphasis is placed on increasing breadth and depth of knowledge, development of skills and preparation for the personal responsibilities of the registered nurse in contrast to the first two years when emphasis was on the acquisition of new knowledge, new techniques and attitudes.

The clinical experience includes the planned and guided day, evening and night experience with changing responsibilities as a member of the nursing team and with increased responsibilities for the student's learning.

Units of instruction:

Soc. Sc. 360 R Group Development and Human Relations Seminar
Nursing 390 R Operating Room Nursing
Nursing 380 R Nursing III
Nursing 300 R Professional Adjustments

—Miss Hardeman, Miss Keeley, Mrs. Calogiro,
Miss Petzold and Instructors

